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ABSTRACT

This bibliography is intended to help people who are concerned with bilingual, bicultural situations and particularly with the educational aspects of these situations. Reflecting a variety of viewpoints, it contains studies on all aspects of bilingualism. In addition to the 2,363 titles, there is a subject index and two appendices. Appendix I presents a list of institutions and/or periodicals in the field of bilingual, bicultural, and migrant education. Appendix II provides information on obtaining materials from data bases in many countries. (AMH)

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BI-LINGUAL LEARNING
IN MULTI-RACIAL SOCIETIES

Selected Titles

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INTRODUCTION

There are as many definitions of 'bilingualism' as there are viewpoints from which they are constructed. At the simplest, the word means being able to speak two languages. More elaborately, it refers to the ability to speak fluently two languages either as mother tongues or when one of the languages predominates and the other has been acquired later as a second language of use. Most embracing of all are definitions which refer not only to languages but to a genuine duality of culture.

This bibliography reflects some of the variety of viewpoints. There are studies on matters like the levels of proficiency bilingual persons have in each language; studies of the occasions and places in which each language is used - for example, if in a given society two or more languages or local vernaculars are spoken, the bilingual may switch freely from one language into another almost without knowing it, or he may compartmentalize the languages, using each exclusively in certain areas of his activities. He may have learned his second language to communicate with monolinguals of a different cultural background. His learning of that second language may or may not have included the study of the history and culture associated with it.

There is a wide range of different circumstances which prompt a person to become bilingual. Immigrants from one country to another, of their own free will to build a new future, may be prepared not only to learn the new country's language, but to integrate as completely as possible into their adopted country's socio-cultural reality. They will intentionally accept the new country's way of life. They adopt a new fatherland and are prepared to reject old ways, old values and eventually maybe even their mother tongue.

Others may have no intention to change in such a way. People from Mexican or Puerto Rican home cultures, speaking Spanish instead of English in the U.S.A., for example, do not easily give up their own cultural heritage. If they had migrated to Spain or to Spanish-speaking South American countries they would probably not have had the problem of being labelled as a cultural minority, as they do in the U.S.A. Even if they succeed in learning some English they tend to speak Spanish at home and to preserve their cultural inheritance.
Many of their monolingual English speaking 'American-born' compatriots behave towards them as if they are politically,

culturally, and psychologically outside the mainstream middle-class values of American life; and this is usually accompanied by economic deprivation and all its consequences.

Similar problems beset the worker from, say, a Mediterranean country who migrates to one of the affluent West European countries in search of work.
He often retains strong ties with his home-culture, itself age-old and widely respected and often with fundamentally different religious beliefs and systems (e.g. Islam). Having a completely different pattern of values from those of the host countries, he may not be prepared or able to accept acculturation into the new way of life. He wishes to retain the option of a return home for himself and his family. But at the same time he needs basic and further education for his children. Thus the foreign worker and particularly his children have become a difficult challenge for the schools and other educational establishments in Europe, as have his Mexican or Puerto Rican counterparts for the U.S.A. Similarly, the foreign worker in Europe may have the same sense of exclusion from the dominant culture and suffer from similar economic and cultural deprivations.

A further category of migrants is that of those who have become refugees by war or expulsion, and have to build a new future often in a place not of their own choice.

There are many other groups and subgroups who share in a deeply personal way, the problems of cultural and linguistic difference. Among these one should not neglect the very important minorities who are indigenous to a given country but whose real mother tongue is not that of the majority - for example, those who speak languages of Low German origin in parts of Europe, the Celtic languages of the United Kingdom and parts of France, Catalan or Basque in Spain, the tribal tongues within emergent African states. Not infrequently such languages, identified with cultural nationalism, become important as intimate symbols of personal and community identity. Special and often highly sensitive problems arise, particularly in developing countries, if a young State has a variety of different regional languages spoken within its territory and has to decide on one or two of these languages as the official ones for the future.

A paper by Mackey (1248) deals comprehensively with the 'bicultural education movement' which he regards as a response to the needs and feelings just dealt with. He considers it to be mainly a development of the post Second World War period, and greatly accelerated in the last decade by the spread of mass communications.

He relates the phenomenon to the decline of colonialism and political imperialism and suggests that most countries of the world have become or are becoming multi-cultural in one way or another. Access to a bilingual, bicultural education, Mackey asserts is one of the fundamental rights of man.

The success or failure of such an education cannot exclusively depend upon what happens at school; but schools and other formal educational institutions are inevitably in the forefront. In any case, and increasingly, schools are confronted with growing numbers of pupils who have imperfect or even no command of the language of instruction, and some sort of language policy is imposed upon them.

Educators have tried to tackle the problems in different ways. According to Ralph F. Robinett in his contribution to 'The encyclopedia of education'('Teaching of bilingual children', 1678), there are at least five discernible approaches in use: the slow learner approach, the language osmosis approach, the (for the U.S.A. and other English speaking countries) English-as-a-second-language approach, the interdisciplinary approach and the bilingual approach.

The first approach is not promising according to Robinett. It usually keeps the children in low-achievement classes until they are old enough to join the ranks of the unemployable. This approach was the main theme of the 1928 I.B.E. conference, which held bilingualism to be responsible for a series of failures at school. We now know rather more about the association of minority languages with economic underprivilege, and thus with educational failure.

Nonetheless many educators still seem to see no other way out of their problems with migrants' children than the organisation of special classes and in keeping with the slow learners approach. Some interesting titles related to the problem can be found in this bibliography (420, 702 and 703).

The language osmosis approach is rejected by Robinett because in his view it denies the relevance of linguistics. This approach, he asserts, commonly fails to distinguish between the need for vocabulary development and the linguistic needs of bilingual children, which include also the mastery of a new language system.

The English-as-a-second-language approach has disadvantages. Accepting the notion that for the bilingual the essential elements of language must be identified through a contrastive analysis of English and the language of the learner, many participants in this approach rarely took into account the other curricular needs of the learner and the uses to which the new language would be put. Furthermore, they accepted commonly the idea that the learner's mother tongue should play little or no role in the instructional programme, other than in initial analysis of problems.

The interdisciplinary approach is reported as having a helpful potential. It tries to combine a second-language programme with one of conceptual development. The subject-matter areas provide the content for the language development activities. Basic intellectual skills such as classification, seriation and distinguishing temporal and spatial relationships are elaborated and eventually applied to concepts from social studies, science and mathematics. They may or may not take advantage of the learner's mother tongue, depending on local attitudes toward bilingual education.

The bilingual education approach and particularly the bicultural component in it has, as we have seen, been developed under the pressure of awakening linguistic and ethnic minorities, and by a concern for civil and human rights. Since poor language skills, whatever their cause, represent a major barrier to success within established education institutions, those concerned with the education of linguistic and ethnic minorities have sought to change in those institutions supposed to be serving these minorities.

This resulted in the U.S.A. in the passage of the Bilingual Education Act (Title 7 of the Elementary and Secondary Education Act of 1965, as amended in 1967), which provided for the use of the bilingual pupil's mother tongue as at least one of the media of instruction. It was amended in 1973 to support new programmes and research to ensure that children of limited English-speaking ability receive an education appropriate to their linguistic and cultural origins. Many of this bibliography's titles report the results of these efforts (312, 435, 1898, 2060 and 2081). Elsewhere similar legislative action has been taken - for example in the Netherlands, a law which allows the use of the Frisian language and other local vernaculars as the teaching language in basic education, dates from 1955.

In 1968 a resolution of the United Towns Organization in Paris pleaded for the addition of a new article to the Universal Declaration of Human Rights. This should ensure everyone's right to basic education in the mother tongue and the right to be educated in another language, being one of the recognized world languages. This resolution was supported by a resolution of the XVIIth General Conference of UNESCO in 1972 (1248). As a result of this a relatively small sum of money was made available to the United Towns Organization for the development of the 'World Centre for Information on Bilingual Education CMIEB' (18, Appendix 1 of this bibliography).

Acts of the legislature, formal regulations and international resolutions do not solve the practical problems in families and schoolrooms. An examination of the staffing and organizational problems of American sponsored overseas schools (sometimes called binational schools) which claim to be well situated to take advantage of opportunities for improving intercultural tolerance, understanding and respect (2157), makes one aware of the problems to be faced if the extension of the unversal Declaration of Human Rights is to become a reality - particularly if it were to be applied in primary education all over the world. Among other things, the scarcity of staff qualified to teach the curriculum in the home language has been a major stumbling block in the development of bilingual programmes. It is not surprising that one of this bibliography's items bears the title 'Will the Real Bilingual-Bicultural Please Stand Up' (1224).

Some authorities believe too that bilingual education may have the disadvantage of complicating the development of language and of general cognitive function: and there is considerable literature focused on these problem areas (e.g. 959, 990, 1001, 1003, 1018, 1137, and 2081).

Enough has been said to indicate two things. Every country in the world seems to have to some extent to cope with bilingualism, particularly if local vernaculars, dialects and pidgin-languages are increasingly accepted as a vehicle for educational activities. Secondly, it is clear that it would be naive to assume that there is any unique, simple organizational or educational solution. Teaching or attempting to teach a second language, using a vernacular as the vehicle of elementary or secondary education, emphasis on biculturalism or attempts at 'melting pot' styles of assimilation with vestigial preservation of alien cultural elements, all these and many other policies and styles have profound psychological, cultural and political overtones, and deeply affect the ways in which children and adults view themselves. Those practically or politically concerned with bilingual, bicultural situations and particularly with their educational aspects, cannot afford to be naive.

It is mainly to help them, that this bibliography has been compiled. Titles have been selected on the principle that, for example, European countries can profit from U.S.A. experiences, that programmes in South America among indigenous Indians can benefit from experiences with American Indians, and that the literacy problems of foreign workers may be helped by approaches, curricula and materials used in literacy campaigns conducted in the homelands of those workers. It is hoped that the bibliography will be of use for teachers and researchers, by demonstrating the wealth of materials and approaches which have been developed in a number of countries for children speaking Spanish, Greek, French, Chinese, and so on.

Materials such as these are now rather more easily accessible because of modern methods of reproduction (microfiche, microfilms, hard-copy reprints) or through the medium of computerized literature-searches, than many workers in the field are usually aware of. Hence two appendices are added to the bibliography. Appendix 1 gives the addresses of institutions able to provide further and, in some cases, more specific information. Appendix 2 should help users of the bibliography who have problems in obtaining materials needed to keep up to date with the constantly growing body of publications in this field, or who wish to do further searches in the professional literature.

In most cases, only some specimen examples of a regular bibliographical series have been mentioned in the bibliography as an illustration of the availability of this type of materials (e.g. nos. 88-97, 257-275, 742, 1059, 1081-1082, 1451-1454, 1722-1726). The user will be able to contact the publishing organizations for earlier and later editions than those listed.

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SUBJECT INDEX

To avoid an excess of keywords, caused by detailing subjects and isolating minor differences among related items, the terminology of the keywords should be interpreted in a broad sense. The term "Curriculum" signifies both concrete curricula and ideas for a curriculum; the keyword "Parent attitudes and/or involvement" covers both "Parent education" as well as "Parent participation" in certain programmes.

In addition to the normal function of the Subject-index for retrieving titles concerning specific subjects, it also provides an opportunity of carrying out more complex searches by matching numbers of different keywords.

"Bibliographies" covers the usual bibliographies as well as review-articles and publications with an extensive or particularly relevant set of literature.

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1636. 1646. 1656. 1664. 1705. 1706. 1708. 1722. 1723. 1724.
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2221. 2258. 2265. 2291. 2304. 2306. 2311. 2319. 2350. 2355.

Teachers

17. 62. 80. 81. 99. 139. 167. 217. 218. 224.
231. 237. 244. 263. 273. 278. 294. 325. 338. 363.
370. 375. 394. 435. 461. 471. 478. 572. 605. 614.
615. 651. 660. 690. 694. 734. 795. 815. 961. 989.
1114. 1122. 1152. 1159. 1190. 1224. 1288. 1293. 1372. 1411.
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2167. 2172. 2190. 2196. 2257. 2265. 2336. 2344. 2355.

Teaching methods and techniques

39. 62. 80. 81. 99. 119. 126. 142. 143. 146.
149. 155. 162. 165. 167. 169. 193. 198. 212. 216.
218. 232. 233. 261. 263. 268. 269. 272. 273. 278.
281. 286. 301. 309. 338. 363. 370. 375. 394. 399.
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559. 573. 588. 600. 605. 614. 615. 632. 644. 650.
651. 660. 690. 698. 713. 716. 719. 724. 725. 734.
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864. 872. 893. 899. 906. 931. 945. 951. 961. 973.
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1861. 1866. 1872. 1873. 1888. 1889. 1892. 1898. 1910. 1911.
1922.[a] 1935. 1942. 1943. 1948. 1949. 1950. 1951. 1952. 1954.
1969. 1970. 1972. 1974. 1977. 1982. 1984. 1988. 1990. 1995.
1998. 2004. 2014. 2016. 2021. 2022. 2023. 2046. 2052. 2060.
2061. 2064. 2065. 2075. 2106. 2111. 2125. 2139. 2162. 2165.
2175. 2178. 2182. 2188. 2189. 2190. 2192. 2196. 2238. 2241.
2248. 2257. 2258. 2264. 2267. 2279. 2306. 2318. 2319. 2329.
2336. 2338. 2342. 2343. 2345. 2346. 2347. 2349. 2350. 2357.

2358. 2359. 2361. 2363.
See also: Educational radio/television

Tests and measurement
9. 49. 50. 118. 133. 135. 167. 169. 229. 231.
236. 250. 264. 266. 292. 308. 335. 339. 375. 378.
379. 391. 418. 421. 433. 444. 449. 451. 456. 479.
481. 493. 495. 496. 498. 499. 507. 508. 517. 548.
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711. 730. 742. 745. 773. 777. 786. 787. 792. 796.
812. 813. 816. 856. 865. 875. 877. 887. 888. 889.
912. 922. 924. 933ª 984. 1001. 1003. 1007. 1020. 1033.
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1288. 1293. 1296. 1304. 1306. 1312. 1314. 1319. 1330. 1337.
1362. 1372. 1373. 1382. 1383. 1384. 1402. 1407. 1418. 1419.
1426. 1439. 1485. 1486. 1487. 1488. 1495. 1504. 1505. 1517.
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1848. 1855. 1895. 1907. 1927. 1943. 1957. 1975. 1980. 2022.
2024. 2029. 2030. 2033. 2054. 2061. 2062. 2067. 2080. 2113.
2120. 2163. 2164. 2180. 2267. 2309. 2311. 2326. 2327. 2343.
2352. 2353. 2354.

Thai
277.

Third languages
384.

Togo(Republic of)
2000.

Triglossia and multiglossia
4. 1558.

Trinidad and Tobago
35. 338. 494. 1088. 2071. 2133.

Tunesia (Republic of)
88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 100. 104. 323. 405. 530. 606. 652. 858. 860. 1311. 1375. 1666. 1877. 2228.

Tunesians
65. 323. 530. 1666. 2228.

Turkey (Republic of)
1893. 2040.

Turkish
138. 621. 1371. 1628. 1790.

Turks
2. 138. 1349. 1444. 1520. 1628. 1749. 1790. 1961. 2040.

Twi
431. 1002.

Uganda
775. 1045. 1119. 1120. 2000.

Ukraine
243.

Ukrainian
243. 634. 944.

Uncommonly taught languages
588. 1152. 1386. 1504. 1954. 1969. 1970.

United Kingdom
35. 108. 153. 180. 211. 236. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270.

271. 272. 273. 274. 275. 302. 332. 420. 439. 440.
465. 486. 487. 494. 510. 532. 533. 536. 537. 583.
616. 726. 729. 748. 768. 774. 783. 842. 868. 875.
876. 966. 1014. 1015. 1016. 1017. 1018. 1193. 1204. 1205.
1206. 1212. 1248. 1258. 1329. 1332. 1367. 1393. 1481. 1520.
1537. 1564. 1583. 1611. 1643. 1644. 1662. 1677. 1701. 1771.
1802. 1803. 1817. 1828. 1832. 1834. 1837. 1919. 1959. 1960.
2005. 2063. 2071. 2078. 2093. 2112. 2113. 2114. 2124. 2127.
2130. 2133. 2170. 2203. 2213. 2257. 2274. 2290. 2291. 2292.
2304. 2325.

Urdu
1498.

Uruquay (Republic of)
519. 609. 1694.

U.S.A.
1. 7. 8. 9. 10. 11. 13. 17. 18. 22.
23. 24. 25. 26. 27. 28. 30. 33. 34. 36.
39. 40. 41. 42. 43. 44. 49. 50. 51. 53.
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64. 67. 70. 71. 72. 73. 75. 77. 78. 82.
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134. 135. 136. 139. 141. 143. 144. 146. 149. 151.
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177. 183. 185. 188. 189. 190. 191. 194. 195. 198.
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318. 319. 331. 333. 334. 340. 343. 344. 345. 346.

347. 348. 349. 350. 352. 353. 354. 355. 363. 364.
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785. 786. 787. 792. 793. 794. 795. 796. 797. 800.
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843. 844. 850. 856. 859. 863. 865. 866. 871. 872.
873. 874. 878. 879. 880. 883. 886. 887. 888. 889.
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956. 960. 961. 963. 964. 973. 975. 979. 982. 985.
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1102. 1105. 1107. 1112. 1114. 1116. 1117. 1124. 1152. 1153.
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1902. 1906. 1907. 1912. 1913. 1914. 1916. 1921. 1922. 1922[a].
1925. 1926. 1928. 1931. 1932. 1935. 1937. 1938. 1940. 1943.
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U.S.S.R.

19. 137. 243. 538. 727. 782. 825. 974. 1039. 1049.
1106. 1192. 1248. 1798. 1830. 1831. 1862.

Valnes

17. 212. 224. 542. 572. 578. 605. 614. 615. 651.
694. 746. 759. 760. 814. 815. 904. 981. 1116. 1117.
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1593. 1595. 1598. 1612. 1661. 1667. 1705. 1706. 1749. 1775.
1782. 1784. 1835. 1944. 1955. 2118. 2119. 2134. 2283. 2340.

Venezuela (Republic of)

1462.

Vernaculars and dialects

4. 47. 48. 51. 52. 53. 55. 56. 57. 58.
59. 60. 61. 62. 63. 64. 66. 69. 70. 99.
109. 110. 122. 156. 177. 193. 199. 235. 243. 244.
257. 259. 260. 261. 269. 282. 286. 288. 295. 301.
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779. 786. 791. 815. 829. 830. 833. 852. 859. 906.
909. 942. 955. 980. 982. 1002. 1056. 1064. 1065. 1069.
1104. 1116. 1117. 1120. 1165. 1166. 1176. 1179. 1180. 1184.
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1913. 1927. 1939. 1940. 1943. 1954. 1969. 1970. 1972. 1974.
1993. 1994. 2000. 2001. 2009. 2010. 2011. 2012. 2016. 2038.
2039. 2050. 2056. 2057. 2061. 2070. 2082. 2118. 2123. 2134.
2137. 2150. 2155. 2171. 2182. 2201. 2274. 2283. 2312. 2320.
2336. 2340. 2360.

Vietnam (Socialist Republic of)

1179.

Vietnamese

345. 374. 525. 579. 580. 613. 1313. 2299. 2318. 2327.
2330. 2331. 2350.

See also: Indochinese

Virgin Islands

2362.

Vocabulary

141. 143. 205. 258. 260. 262. 267. 363. 374. 375. 398. 551. 690. 816. 930. 1011. 1224. 1245. 1314. 1482. 1486. 1487. 1488. 1506. 1521. 1570. 1597. 1600. 1622. 1643. 1670. 1775. 1787. 1791. 1811. 1841. 1920. 1934. 1935. 2114. 2151. 2162. 2178. 2267. 2299. 2347. 2349. 2352. 2353. 2354. 2357. 2358.

Vocational training

171. 318. 438. 468. 518. 558. 578. 592. 639. 760. 793. 1268. 1430. 1500. 1568. 1723. 1733. 1743. 1991. 2131. 2153. 2185. 2225. 2235. 2254. 2323. 2338. 2342.

See also: Bilingual vocational training

Vygotsky

112. 431.

Wales

35. 631. 1014. 1015. 1016. 1017. 1018. 1193. 1393. 1583. 1643. 1644. 1660. 1677. 1771. 1862. 2063. 2087. 2124. 2213. 2290.

Welsh

35. 236. 465. 631. 729. 1014. 1015. 1016. 1017. 1018. 1193. 1583. 1643. 1644. 1677. 1771. 1794. 2063. 2113. 2114. 2124. 2213. 2290. 2325.

West-Germany

See: Federal Republic of Germany

West-Indians

420. 1549. 2106. 2170.

West-Indies
See: Caribbean area

Women's status and education
2. 150. 798. 824. 932. 1722. 1723. 1724. 1725. 1726. 1770. 1775. 1790. 2058. 2185. 2204. 2323.
See also: Migrant's women
Sex of pupils

Working mothers
2.

Writing
86. 272. 451. 547. 560. 574. 715. 740. 766. 893. 935. 1078. 1080. 1190. 1305. 1311. 1468. 1540. 1567. 1570. 1687. 1698. 1798. 1897. 2015. 2125. 2150. 2248. 2357.

Xosa
577.

Yiddish
243. 667. 922. 1049. 2082.

Yoruba
506. 638. 1060.

Yougo-Slavia (Socialist Federal Republic of)
1248. 1893. 1992.

Yougo-Slavians
2. 26. 27. 1269. 1395. 1628. 2351.

Yup'ik
1642.

Zaire (Republic of)
389. 1462. 1595. 1962. 1963.

Zambia (Republic of)
1119.

Zen
2331.

Appendix I: Further information

A Short list of institutions and/or periodicals in the field of bi-lingual, bi-cultural and migrant education, which may be useful in providing further information to users of this bibliography and keeping them informed on current developments.

1. ABC - Stichting Advies- en Begeleidings-Centrum voor het onderwijs in Amsterdam, Tolstraat 129, Amsterdam, The Netherlands. (A.o. several useful bibliographies on the education of children of foreign workers).

2. Agence tunisienne de Public Relations.
   Tunis, 6 rue de Hollande, Tunisia.
   (A.o. this institution prepared several bibliographies of educational materials re Algeria, Libya, Morocco and Tunisia on behalf of the U.S.Department of Health, Education and Welfare and the National Science Foundation, Washington D.C., USA).

3. American Association of Teachers of French.
   59 East Armory Street, Champaign, Ill 61820, USA.
   Editor of the periodical:"The French Review".

4. American Association of Teachers of Spanish and Portugese.
   Wichita State University, Wichita, Kansas 67208, USA.
   Editor of the periodical:"Hispania".

5. American Council on the Teaching of Foreign Languages (ACTFL), ACTFL Headquarters, 62 Fifth Avenue, New York, N.Y. 10011, USA.
   Editor of the periodicals: "Accent on ACTFL" and "Foreign Language Annals".

6. Annual International Conference on Bilingual Bicultural Education. New York City. New York, N.Y., Office of Bilingual education, Board of Education, USA.

7. Arbeitsgruppe "Deutsch für ausländische Arbeitnehmer" im Auftrag des Bundesministeriums für Arbeit und Sozialordnung beim Goethe-Institut, D-8000 München 23, Ohmstrasse 8, West-Germany.
   Editor of the periodical:
   "Deutschunterricht für ausländische Arbeitnehmer (dfaa). dfaa-Information".

8. BELC: Bureau d'Etudes de Langue et de Civilisation.
Centre de Documentation pour la Formation des Travailleurs migrants et leurs familles. Paris 75008, 4, rue de Stockholm, France.
Editor of the periodicals: "Migrants Formations" and "Migrants-Nouvelles".

9. Bilingual Education Applied Research Unit (B.E.A.R.U.).
New York, N.Y., City University of New York, Hunter College. USA.

10. Bilingual Education Service Center.
500 South Dwyer Avenue, Arlington Heights, Illinois 60005, USA.

11. Center for Applied Linguistics.
ERIC Clearinghouse on Languages and Linguistics,
Center for Applied Linguistics,
1611 North Kent Street, Arlington, Virginia 22209,USA.
Editor of the periodical: "Linguistic reporter: a newsletter in applied linguistics".
Furthermore numerous useful bibliographies.

12. Centre d'Etudes et de Recherches Economiques et Sociale (CERES). Université de Tunis, 94 Bd. du 9 Avril 1938, Tunis, Tunisia.
Editor of the periodicals: "Revue Tunisienne de Sciences Sociales" and "C.E.R.E.S. Cahiers. Serie linguistique".

13. Centre de Recherche et d'Etude pour la Diffusion du Français (CREDIF). Saint-Cloud 92210, avenue Pozzo-di-Borgo 11, France.
Editor of the periodical: "Bulletin Bibliographique".

14. Centre for Sociological Research and Institute of Linguistics.
Louvain-la-Neuve, Place Montesquieu 1, B-1348, Bâtiment J. Leclercq, Belgium.

15. Centro di linguistica applicata e didattica delle lingue.
Brescia 25100, via Cremona 99, Italy.
Editor of the periodicals: "Lingue et Civiltà"(Language and civilization) and "Quaderni per la promozione del bilinguismo" (Information for the development of billingualism).

16. CIEREC.
Centre Interdisciplinaire d'Etudes et de Recherche sur l'Expression Contemporaine. Université de Saint Etienne. Saint Etienne, France.

17. CLEPR, Centre de liaison des Educateurs contre les préjugés raciaux.
Paris 75002, 120, rue Sa[illegible]-Denis, France.

18. CMIEB (World Center for information on bilingual education).
L'Escalade, 74170 - Saint-Gervais, France. (Special division of the United Towns Organization / Fédération mondiale des Villes Jumellées-Cités Unies). tél. 782643.

19. Commission Interuniversitaire Suisse De Linguistique Appliquée (CILA).
CH-2000, Neuchatel, Switzerland.
Editor of the periodical: "Bulletin CILA".

20. Commun[illegible] Relation Commission,
15-16 Bedford Street, London, WC 2E 9HX, England.

21. Département de méthodologie et de littérature française.
Gand/Ghent, Blandijnberg 2, B-9000, Belgium.
Editor of the periodical: "Bulletin d'information de l'Association internationale pour la recherche et la diffusion des méthodes audio-visuelles et structuro-globales"(AIMAV).

22. Department of Education, Communations Program.
Hebrew University, Jerusalem, Israël.

23. Department of Education, Division of curriculum and Instruction, Office of Migrant Education.
Trenton, N.J.08625, 107W. State St., USA.
Editor of the periodical: "Migrant Education/Educación Migrants".

24. Department of Psychology.
McGill University, P.O.Box 6070, Station 'A', Montreal, Quebec H3C 3G1, Canada.

25. Dissemination Center for Bilingual Bicultural Education.
6504 Tracor Lane, Austin, Texas 78721, USA.
(Mainly Spanish/English materials).
Editor of the periodical: "Cartel: Annotations and Analyses of Bilingual Multicultural Materials".

26. Educational Products Information Exchange Institute.
463 West Street, New York, NY 10014, USA.
Editor of the periodical: "EPIE Report".

27. English Teaching Information Centre, The British Council,
10 Spring Gardens, London SW 1A 2BN. England.

28. Faculty of Education. University College of Wales,
Aberystwyth, England.

29. F.C.N.D.P. - Documentation Migrants,
Paris 75008, 4 rue de Stockholm, France.
Editor of the periodical: "Migrants Formations".

30. Ferkauf Graduate School of Humanities and Social Sciences.
Yeshiva University, 55 Fifth Avenue, New York, New York
10003, USA.

31. Fryske Akademy.
Leeuwarden, 8 Doelestraat, The Netherlands. (Frisian
language in the Netherlands. Provides also a list of
available teaching aids for nursery and primary education).

32. Informationszentrum für Fremdsprachenforschung der
Philipps-Universität Marburg, 355 Marburg/Lahn, Liebigstr.
37, West-Germany.
Editor of the periodical: "Bibliographie Moderner Fremdsprachenunterricht".

33. Institut Bourguiba des Langues Vivantes.
47 ave. de la Liberté, Tunis, Tunisia.

34. Institut für Film und Bild in Wissenschaft und Unterricht,
D-8022 Grünwald bei München, Bavaria-Film-Platz 3,
West-Germany.
Editor of the periodical: AV Information - Deutschunterricht für Kinder und Jugendliche anderer Muttersprache.

35. Institut martiniquais d'Etudes.
Route de Bois-Thibault, Fort-de-France, Martinique.

36. Institut National des Sciences de l'Education.
17, rue Fénelon, Tunis. f. Tunisia.
Editor of the periodical "Revue", and series of
educational documents.

37. Institute for Language, Literature and Art of the South-African Council for cultural research.
Sociolinguistics Department, Private bag X 41, Pretoria
0001. Republic of South-Africa.

38. International African Institute.
London WC 1V 7BW, 210 High Holborn, Great Britain.
Editor of the periodical: "African Languages/Langues
africaines".

39. International Institute for Adult Literacy Methods,
Teheran, PO Box 1555, Iran.
Editor of the periodical:"Literacy Documentation: An
International Bulletin for Libraries and Information
Centres".

40. Language and Language Behaviour Abstracts.
PO Box 22206, San Diego, California 92122. USA.
(Published quarterly in April, July, October, December, and the following March (Cumulative Index). 1978 by Sociological Abstracts, Inc., a non-profit corporation).
See also: linguafranca.

41. Le français dans le monde: revue de l'enseignement du français hors de France.
Paris Cedex 06, 75261, Librairie Hachette, 79 Boulevard St.Germain, France.

42. Librairie Braumüller.
Servitengasse 5, Wien 9, Austria.
Editor of the periodical: "Europe ethnica".

43. linguafranca.
A Division of sociological abstracts, Inc.
P.O.Box 22206, San Diego. CA 92122, USA.
linguafranca offers linguistics, educators, researchers, therapists, and other language specialists the opportunity to consult with a staff of information professionals who will answer research questions with fast, comprehensive searches of the LLBA and related data bases. Offered are: . both machine and manual searches . document delivery, through our REPRODUCTION SERVICE . reprints of pre-1973 LLBA abstracts unavailable from any other on-line retrieval system. As producer of the LLBA data base linguafranca is in a unique position to design a precise search strategy that is most responsive to specific needs. Because of the interdisciplinary nature of linguistics, linguafranca offers the option of cross-data base searches. We access sociological abstracts, ERIC, Social SciSearch, Psychological Abstracts, Exceptional Child Education Abstracts, and Comprehensive Dissertation Abstracts. Cost estimates are prepared in advance with no obligation. Searches can be obtained on a subscription basis or on a per-search charge. One-term searches within the LLBA data base can cost as little as $ 20 (plus $ 15 per citation for off-line prints) and can go as high as $ 500 for complex searches across many data bases.

44. Linguistic Society of America.
Box 8120, University Street, Austin, Texas, USA.
Editor of the periodical: "Language".

45. Linkoping University (Sweden). Dept.of Language and Literature.
Editor of the periodical: "System. A Newsletter for Educational Technology and Language Learning Systems".

46. Materdei Community Centre.
Naples, Largo S.Gennaro 3, Italy.
(Several publications in the field of European and Third World labour migration).

47. Migrant Education Service Center.
3000 Market Street, N.E., Office Suite 316, Sale, Oregon 97301. USA.

48. Modern Language Association / ADFL,
62 Fifth Avenue, New York, N.Y. 10011, USA.
Editor of the periodical: "Bulletin of the Association of Departments of Foreign Languages".

49. Mouton.
Herderstraat 5, The Hague, the Netherlands.
Editor of numerous linguistic editions, a.o. the periodicals: "International journal of the sociology of language", and "Language problems and language planning". (continuation of "La monda lingvo-problemo").

50. National Association of Bilingual Educators.
New York, USA.
Editor of the periodical: "Journal of the National Association of Bilingual Educators". New York, L.A. Publishing Company.

51. National Center for Scientific, Technical and Economic Information;
Foreign Scientific Publications Department,
Warsaw, Poland.
(A.o. this institution published several bibliographies re Polish educational materials on behalf of the U.S. Department of Health, Education and Welfare).

52. Naučno-metodičeskij centr russkogo jazka pri Moskovskom Gosudarstvennom Universitete imeni M.V. Lomonosova
(Scientific-Methodological Center of Russian Language at Moscow State University).
Moscow, U.S.S.R.

53. N.C.B. Stichting Nederlands Centrum Buitenlanders
(Dutch Centre for foreign workers).
Utrecht, F.C. Donderstraat 17A, P.O.Box 13313, the Netherlands.
(National umbrella-organization of socio-economic and educational support for foreign workers and their families in the Netherlands).

54. Ontario Dept. of State. Ottawa, Canada. Information services.
Editor of the periodical: "Bilingualism Review".

55. Regionale Informatiebank Anderstaligen.
(Reginal Information databank for speakers of foreign languages).
Rotterdam, Paul Krugerstraat 4, The Netherlands.

56. Research Center for the Language Sciences,
Indiana University, 516 E. 6th Street, Bloomington, Indiana 47401, USA.
Editor of the periodical: "Language Sciences".

57. Schweizerische Dokumentationsstelle für Fremdsprachenunterricht.
Universität Bern, Abteilung für Angewandte Linguistik. (AAL). Bern, Switzerland.

58. Schweizerische Zentralkommission für audiovisuelle Unterrichtsmittel und Medienpädagogik.
CH-8008 Zürich, Seehofstrasse 15, Switzerland.
Editor of the periodical: "AV-Bulletin".

59. Southeast Asian Ministers of Education Organisation;
Reginal English Language Center, 30 Orange Grove Road, Singapore 10, Singapore.
Editor of the periodical: "RELC journal".
(South-East Asian materials).

60. Sprachverband Deutsch für ausländische Arbeitnehmer.
Raimemetzstrasse 2, 6500 Mainz 1, West-Germany.
Editor of the periodical: "Deutsch lernen".

61. TESOL (Teachers of English to Speakers of Other Languages).
455 Neville Building,Georgetown University, Washington D.C. 20057, USA.
Editor of: The TESOL Quarterly. The TESOL Newsletter, The TESOL Membership Directory and occasional special publications such as bibliographies, state of the art papers, focus reports, university resources lists, collections of presentations at each year's convention, etc. A complete list of TESOL publications is available at the national office.

62. The Association "Man and Space".
Brussels 1040, 118 Froissartstraat, Belgium.
Since September 1969 this organization has been working on a survey "Sociology of the knowledge and use of languages. Approach to the domain of social linguistic and language sociology". By February 1974, 15 sections of the report had appeared.

63. The Australian Federation of Modern Language Teachers' Association.
159, Barry Street, Carlton, N.3, Victoria 3053, Australia.
Editor of the periodical: "Babel".

64. The Committee on Research into Sociolinguistics of the International Sociological Association.
Editor of the periodical: "Sociolinguistics newsletter".
(Scholar Press, University of Montana, Missoula,
Montana 59812. USA.).

65. The Institute of Swahili Research.
P.O.Box 35091, Dar es Salaam, United Republic of Tanzania.
Editor of the periodical: "Swahili: journal of the
Institute of Swahili Research".

66. United Nations Educational, Scientific and Cultural Organization.
7 Place de Fontenoy, 75700 Paris, France.

67. United Towns Organization.
Fédération mondiale des villes jumelées-Cités Unies
(UTO / FMVJ).
Paris 75017, 2 rue de Logelbach.
Editor of the periodical: Cités Unies, Revue trimestrielle de la Fédération Mondiale des Villes Jumelées.
(Every issue has a special section "Bilingual education").

68. Verlag für Sprachmethodik;
D-5331 Köningswinter-Margaretenhöhe,Kanterring 59,W.Germany.
Editor of the periodical: "Deutsch für Ausländer.
Informationen für den Lehrer".

69. Verlag Max Hueber.
D-8045 Ismaning bei München, Krausstrasse 30, West-Germany.
Editor of the periodicals: "Der deutsche Lehrer im
Ausland" and "Deutschunterricht für Ausländer".
(Since 1970: Zielsprache Deutsch).

Addendum:

For a general overview of linguistic periodicals see pp 907-924 in: Ulrich's international periodicals directory, 17th edition, 1977-1978. Further pp 456-68 in: Irregular serials and annuals; An international directory, 4th edition 1976-77. Both edited by R.R. Bowker Company; A Xerox education Company. New York (and London), 1180 Avenue of the Americans, New York, N.Y. 10036, USA.

Appendix II: Obtaining materials.

To obtain the materials mentioned in this bibliography the attention of the user is drawn to the following information:

1. Titles available for use in the Foundation's library are indicated with an asterisk.
2. All dissertations with the indication (Order no.....) can be ordered both in microfilm and/or hard copy from: University Microfilms, a Xerox Company, Dissertation copies, 300 North Zeeb Road, Post Office Box 1764, Ann Arbor, Michigan 48106, USA.

   Since 1938 University Microfilms has been microfilming most of the dissertations written by doctoral candidates in North America. The number of these originally researched documents has climbed to more than 170.000 and is currently being increased at a rate of 18.000 annually from nearly 200 institutions. Also from other countries. A computerized information retrieval system, named "DATRIX" (Direct Access to Reference Information: a Xerox Service)is available for quick and easy access. The basic fee for a DATRIX inquiry is $ 10 and includes the first 60 (or fewer) references in the bibliography. Additional references are 10 cents each.
3. The Educational Resources Information Center (ERIC) is an American information network consisting of a central staff at the U.S. Office of Education and 16 clearinghouses, each of which focuses on a specific field of education. The clearinghouses acquire, review, abstract and index the documents announced in "Resources in Education" and disseminated through the ERIC Document Reproduction Service.
   The clearinghouses also prepare bibliographies and interpretive summaries of research. Like other documents, these products are announced in Research in Education and disseminated through the ERIC Document Reproduction Service. The clearinghouses cannot provide detailed replies to inquiries for information on specific topics. Instead, educators are urged to acquire Resources in Education and the other ERIC bulletins and use these resources to search for desired information. Some of the ERIC clearinghouses are listed below but individuals desiring additional information concerning ERIC and its function are encouraged to contact:
   EDUCATIONAL RESOURCES INFORMATION CENTER (Central ERIC),
   National Institute of Education, Washington D.C.20208,USA.

ERIC CLEARINGHOUSES ON:

Early Childhood Educat

University of Illinois,
805 W. Pensylvania Ave.,
Urbana, Illinois 61801, USA.

Information Resources

Area Instructional Technology,
School of Education,
Syracuse University,
Syracuse, New York 13210, USA.

Junior Colleges

University of California at Los Angeles,
Powell Library, Room 96,
405 Hilgard Ave.,
Los Angeles, California 90024, USA;

Languages and Linguistics

Center for Applied Linguistics,
1611 North Kent Street,
Arlington, Virginia 22209, USA.

Reading and Communication Skills

National Council of Teachers of English,
1111 Kenyon Road,
Urbana, Illinois 61801, USA.

Rural Education and Small Schools

New Mexico State University,
Box 3AP,
Las Cruces, New Mexico 88003, USA.

Teacher Education

American Association of Colleges for
Teacher Education,
One Dupont Circle, N.W.,Suite 616,
Washington, D.C. 20036, USA.

Tests, Measurement, and Evaluation

Educational Testing Service,
Princeton, New Jersey 08540, USA.

Urban Education

Teachers College Columbia University,
Box 40,
New York, New York 10027, USA.

Computerized access:

The Educational Resources Information Center (ERIC) data base is available on magnetic tape in a variety of formats and options from Operations Research Incorporated. Under special authorization from the National Institute of Education (DHEW), these tape files are offered at unusually low cost to encourage the widest possible dissemination.

The ERIC data base provides coverage of the significant literature in the field of education research. Report literature (announced in Resources In Education) is covered from 1966 to date, and journal article literature (announced in Current Index to Journals in Education) is covered from 1969. Monthly, quarterly, and annual updates are available for both RIE and CIJE, so that the files may be kept current.

The basic files are available in either the ERIC Format (IBM 360 OS) or in the Library of Congres MARC II Format. These files include the complete resumé, (document description, indexing, and abstract or annotation) of each document announced in the respective journal, in accession number order. A variety of peripheral files, including Postings Files (inverted subject and source indexes) and the Thesaurus (controlled indexing vocabulary) are also available on magnetic tape, and almost any segment of the master files is obtainable on Special Order.

For organizations without access to a computer, ERICTOOLS provide manual multi-viewpoint access to the ERIC document collection. ERICTOOLS are a series of printed indexes, directories, and cross-reference lists,which have heretofore been available only internally to components of the ERIC network. The Title Index provides access by document title. The Source Directory provides access to all organizational names used in the system, i.e., corporate authors and sponsoring agencies. Cross-reference lists lead the inquirer to the accession number (ED number) from: Report Number; Project Number; Contract Number; Grant Number; and Clearinghouse Accession Number.

For additional information: ERICTAPES/ERICTOOLS (301)656-9723, Operations Research Incorporated, 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014, USA.

ERIC-documents in this bibliography are indicated (ERIC ED..). These documents, unless otherwise specified, may be read in their entirety on microfiche at any ERIC library collection or ordered in microfiche or paper copy from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, USA.

According to the "Directory of ERIC Microfiche Collections" (January 1977), 584 of these collections are in use in the U.S.A. and 34 in Canada. Precise up to date information re the location of these (and further) collections can be obtained from:

ERIC Processing and Reference Facility,
4833 Rugby Avenue, Suite 303,
Bethesda, Maryland 20014, USA.

For the convenience of non-North-American users of this bibliography the collections outside of the North-American area are listed below. The list includes all current subscribers, no matter when their subscriptions began, along with past subscribers whose collections cover a 2-year period or more. This listing was designed to help users of ERIC microfiche find the collection closest to them which answers their particular information needs. Besides a collection address, it includes equipment available, in most cases the years covered, and services offered where collections exist.

AUSTRALIA:

Kelvin Grove College of Teacher Education,
Victoria Park Road Library,
Kelvin Grove,
Brisbane, Queensland 4059,
Australia.

Macquarie University Library,
North Ryde,
New South Wales 2113,
Australia.

Collection Status: Complete.
Equipment : 7 microfiche readers; 1 reader printer.
Services : Hard copy reproduction at $ 10 per page.

Monash University Library,
Wellington Road,
Clayton, Victoria,
Australia 3168.

Collection Status: Complete from 1966.
Equipment : 5 microfiche readers; 1 reader printer.
Services : Hard copy reproduction at $ 15 per page: microfiche reproduction at $ 20 per copy.

Mount Gravatt Teachers College Library,
Mount Gravatt, Queensland 4122,
Australia.

National Library of Australia,
Parkes Place,
Canberra, A.C.T. 2600,
Australia.

Collection Status: Complete from 1966.
Equipment : 2 microfiche readers;
5 reader printers.
Services : Hard copy reproduction at
$ 50 for up to 10 pages; microfiche
reproduction at $ 50 per copy.

North Brisbane College of Advanced Education,
Kedron,
Queensland 4031,
Australia.

Collection Status: Complete from 1976.
Equipment : 9 microfiche readers;
1 reader printer.
Services : Hard copy reproduction at
$ 05 per page; microfiche
reproduction at $ 05 per copy.

University of New England,
Dixson Library,
Armidale 2351,
New South Wales,
Australia.

Collection Status: Complete from 1972.
Equipment : 3 microfiche readers;
1 reader printer.
Services : Hard copy reproduction at
$ 10 per page.

University of Queensland Library,
St.Lucia 4067,
Queensland,
Australia.

Collection Status: Complete from 1966.
Equipment : 8 microfiche readers;
2 reader printers.
Services : Hard copy reproduction at
$ 10 per page.

Western Australian Institute of Technology,
Hayman Road,
South Bentley,
Western Australia 6102.

Collection Status: Complete from 1956.
Equipment : 5 microfiche readers;
1 reader printer.

Services : Hard copy reproduction at
$ 10 per page; microfiche
reproduction at $ 25 per copy.

COSTA RICA:

National University Library,
Heredia
Costa Rica.

DENMARK:

National Library of Education,
101, Lerso Parkalle,
DK-2100 Copenhagen O,
Denmark.

Collection Status: Complete.
Equipment : 2 microfiche readers;
1 reader printer.
Services : Hard copy reproduction at
1 Krone per page; microfiche
reproduction at no cost.

ENGLAND:

British Library,
Lending Division,
Boston Spa Wetherby,
West Yorkshire LS23 7BQ,
England.

Collection Status: Complete.
Equipment : 10 microfiche readers; 2 reader
printers; 2 step-and-repeat
enlarger printers.
Services : Hard copy reproduction available:
microfiche reproduction available.

GERMANY (WEST):

Central Education Library,
Uhlandstrasse 96,
1 Berlin 31,
Germany.

U.S. Dependent Schools,
European Area,
Professional Library,
Directorate Karlsruhe,
W-Germany.

Collection Status: Complete.
Equipment : 2 microfiche readers;
4 reader printers.
Services : Hard copy reproduction available;
microfiche reproduction available.

GUAM:

University of Guam,
R.F.K. Memorial Library,
Agana, Guam 96910.

Collection Status: Complete.
Equipment : 5 microfiche readers;
1 reader printer.
Services : Hard copy reproduction at
$ 05 per page.

JAPAN:

Ki Nokuni Ya Bookstore Company, Limited,
17-7 Shinjuku 3 Chome,
Shinjuku-ku,
Tokyo 160-91,
Japan.

University of Tsukuba,
Computer Center,
Sakura-mura,
Niihari-gun,
Ibaraki,
Japan 300-31.

Collection Status: Complete from 1966.
Equipment : 3 microfiche readers,
1 reader printer.

U.S.Asiatic Company U.S.Asiatic Company, Limited,
1-13-12 Shimbashi,
Mi Nato-ku,
Tokyo 105,
Japan.

MEXICO:

Armo National Service.
Center for Information and Documentation.
Calzada Atzcapotzalco-La Villa No. 209,
Mexico 16. D.F.

Collection Status: Complete from 1971.
Equipment : 3 microfiche readers;
1 reader printer.
Services : Hard copy reproduction available.

NETHERLANDS:

Bernard van Leer Foundation,
Koninginnegracht 52, P.O.Box 85905-CP 2508, The Hague,
The Netherlands.

Collection Status: Complete from 1966.
Equipment : 6 microfiche readers;
3 reader printers.
Services (restricted) : Hard copy reproduction available;
microfiche reproduction available.

Ministry of Education and Sciences,
Library, 1 Nieuwe Uitleg,
The Hague,
The Netherlands.

Collection Status: No indication.
Equipment : No indication.
Services : through MIKROFF B.V.,
Esdoornstraat 17, Driebergen.
Post Woerden, 3465 ZH,
P.O.Box 77, The Netherlands.
(Prices on request)

NORWAY:

Norwegian Royal University,
Education Library,
Observatoriegt 1,
Oslo 2,
Norway.

Collection Status: Complete from 1966.
Equipment : 3 microfiche readers;
1 reader printer.
Services : Hard copy reproduction at no cost;
microfiche reproduction at no cost
to educational institutions.

PUERTO RICO:

Catholic University of Puerto Rico,
Encarnacion Valdes Library,
Ponce, Puerto Rico 00731.

Collection Status: 1966-1974.
Equipment : 2 microfiche readers.

Inter American University of Puerto Rico,
San Juan Campus,
Library,
405 Ponce de Leon Avenue,
Hato Rey, Puerto Rico 00919.

Collection Status: Complete from 1966.
Equipment : 6 microfiche readers;
1 reader printer.
Services : Microfiche reproduction at
$ 10 per copy.

University of Puerto Rico Library,
Rio Piedras,
Puerto Rico 00931.

SAUDI ARABIA:

Ministry of Education,
Data Center,
Riyadh,
Saudi Arabia.

Collection Status: Complete from 1966.
Equipment : 3 microfiche readers;
1 reader printer.
Services : No indication.

University of Petroleum and Minerals Library,
Dhahran,
Saudi Arabia.
Collection Status: Complete from 1966.
Equipment : 15 microfiche readers;
4 reader printers.
Services : Hard copy reproduction at no cost;
microfiche reproduction at no cost.

SWEDEN:

National Library of Education,
Stockholm 23, Box 23099, S-10435,
Sweden.

Collection Status: Complete.
Equipment : 3 microfiche readers;
2 reader printers.
Services : Hard copy reproduction available;
microfiche reproduction available.

SWITZERLAND:

Unesco - International Bureau of Education,
Documentation Centre,
Palais Wilson,
1211 Geneva 14,
Switzerland.

Collection Status: Complete from 1966.
Equipment : 4 microfiche readers;
1 reader printer.
Services : Hard copy reproduction available;
microfiche reproduction available.

VIRGIN ISLANDS:

College of the Virgin Islands,
St. Croix Campus Library,
St. Croix, U.S. Virgin Islands 00850.

Collection Status: Complete from 1973.
Equipment : 1 microfiche reader.
Services : No indication.

College of the Virgin Islands,
Library,
St. Thomas, U.S. Virgin Islands 00801.

Collection Status: Complete from 1966.
Equipment : 3 microfiche readers; 1 reader printer.
Services : Hard copy reproduction (price not yet established).

This information was gathered by questionnaire, shown at the back of the last edition of Directory of ERIC Microfiche Collections before January 1977.
Every effort has been made to provide accurate entries. It should be kept in mind, however, that changes in service information (particularly access hours and prices) are frequent. For this reason, it is usually advisable to ask locally for more recent information.

4. Users who want to obtain photocopies of original documents not available in libraries within their own vicinity, can make use of several large-scale specialist organizations in this field. Some of the most relevent ones are mentioned below.

With a few exceptions, documents abstracted in "Sociological Abstracts" are available from: Sociological Abstracts Photocopying Services, 73 8th Avenue, Brooklyn, N.Y. 11215, USA.

"Boston Spa" has over 43.000 current periodicals, a.o. most of the journals covered by the INSPEC Retrieval System readily available and deals with requests within 48 hours. Write for further details to: The Director General of The British Library Lending Division, Boston Spa Wetherby, Yorkshire LS 23 7BQ, England.

"Information Unlimited", 2510 Channing Way, No. 3, Berkeley, California 94704, USA, is providing photocopies of journal articles, documents, symposia, papers, mil-specs, etc. for its customers with a 48-hour turn-around time. It currently has access to the collections on the UC campuses at Berkeley, San Francisco, Davis and Los Angeles.
For more information about this service, contact Information Unlimited.

Many ERIC-users who have been successful in obtaining or identifying publications from the ERIC Facility, have voiced their problems in getting publications from the U.S. Government Printing Office.
One way that can be explored to ease this common problem is to use a jobber or middle-man that specializes in arranging for automatic receipt of GPO publications. One such jobber is:

Bernan Associates,
4201 Willard Avenue,
Washington, D.C. 20015, USA.

No endorsement of this particular jobber is implied or intended by this notice. We cite them merely as an example of one approach that those having trouble obtaining GPO documents may wish to investigate.

The Institute for Scientific Information, 325 Chestnut St., Philadelphia, Pa. 19106, USA., a.o. editor of the "Science Citations Abstracts", "Social Science Citations Abstracts", and "Current Contents", has organized the so-called OATS (Original Article Tear Sheet)service - an international service that provides prompt, convenient delivery of any article that appears in any issue of nearly 7500 scientific and technical journals.
Most OATS articles are torn directly from the source journals in which they were published.That means they retain all the graphic advantages of halftone and color printing. All further information can be obtained from ISI, or from its regional offices:
In EUROPE: 132 High Street, Uxbridge, Middlesex UB8 1DP.UK. Phone: Uxbridge 30085. Telex: 933693. In INDIA: contact Allied Publishers Private,Ltd, 150-B/6 Mount Road, Madas - 600002, India. Phone: 81844 or 85629. In JAPAN: contact U.S. Asiatic Co. Ltd., Tsutsumi Building, 13-12 Shimbashi, 1-chome, Minato-ku, Tokyo 105, Japan. Phone:(03)502-6471. In AUSTRALIA & NEW ZEALAND: F.S. Symes Pty. Ltd., 10 Wattle Road, (P.O.Box 581), Brookvale, N.S.W. 2100, Australia. Phone: 938-2722 or 938-2755. In LATIN AMERICA: Ing.J.Robles G., Boulevard Adolfo Lopez Mateos 263A, Apartado 19-202, Mexico 20, D.F., Mexico. Phone: (905)651-3181.

5. Computerized Retrieval Sources.

As we get more and more questions about computerized information processes in education and the related social sciences, the following (limited) overview is presented.

If we look at the present state of access to existing computerized data-bases we can distinguish mainly four different ways:

a. Putting search-questions directly on the desks of service-personnel of the Institutions, administering the data-collections concerned. This can be done by walking in at their offices, by telephone, by telex or by mail - often under use of special requestforms -. It is important to state clearly the number of references expected and the sum of money available for a certain search.
The advantage of this method is that it can be done by requesters from almost anywhere in the world, independent of the geographical distance or developmental level of a particular country.
It is, however, not always the most efficient way, because unless the requester is very well acquainted with the organization of the data-bases concerned, the results heavily depend on the ad-hoc translation of the search-question and the search-strategy used by the handling-officer and too often the answers contain a lot of "noise".

The opportunity of using Retrieval systems such as "linguafranca" (nr. 43 Appendix I), "DATRIX" (University Microfilms) and "ERIC" have already been mentioned. Sociological Abstracts introduced in 1977 also the so-called "Sociosearch"-system, based on the experiences of "linguafranca".
"sociosearch" offers scholars, researchers, administrators, decision-makers, and other professionals the opportunity to consult with a staff of sociologists, information specialists, and librarians who will research questions with fast, comprehensive searches of the sociological abstracts and related data bases. Both manual and machine searches, document delivery through our reproduction service, and reprints of pre-1973 abstracts from the SA data base are offered that are unavailable through any other on-line retrieval system.

In view of the interdisciplinary nature of most research problems, sociosearch also offers the option of cross-data base searches in the humanities and social sciences. In addition to the sociological abstracts data base, they also access ERIC, Psychological Abstracts, NTIS, Social SciSearch, Language and Language Behavior Abstracts, Historical Abstracts, Foundation Grants and AIM/ARM through the Dialog System.

Cost estimates are prepared in advance with no obligation. Searches can be secured on a subscription basis or on a per-search charge. One-term searches within the SA data base can cost as little as $ 20 (plus $ 15 for off-line prints) and can go as high as $ 500 for complex searches across many data bases.

Search requests are available from:

sociosearch;
A Division of sociological abstracts, inc.
P.O. Box 22206,
San Diego, CA 92122, USA.
Phone: 714-565-6603.

But there are several other computerized data-bases available in the field of linguistics and education. Users of this bibliography and interested in making use of computerized data-bases will find further information in the following publications:

Humby, M.

A guide to the literature of education.
London, Institute of Education Library, 1975, Pp.142.

I B E.

Current bibliographical sources in education. Special issue of "Educational documentation and information", 51, 1977, No.203. Available from:
International Bureau of Education,
Palais Wilson,
1211 Geneva 14, Switzerland.

Kruzas, A.T. (Ed.).

Encyclopedia of information systems and services. Ann Arbor, Michigan 48104, Anthony T. Kruzas Associates, Second international Edition, 1974. Pp. 1271.

London University Central Information Services (LUCIS).

Guide to computer-based information services.
London, LUCIS, 1977. Loose-leaf-edition.

Woodbury, M.

A guide to sources of educational information.
Washington, D.C. Information Resources Press,
1976. Pp. 371.

Two further computerized Centres to be mentioned as very useful for users of this bibliography are:

EUDISED. (Coverage mainly: Austria, Denmark, France, Federal Republic of Germany, Italy, the Netherlands, Norway, Spain, Sweden, Switzerland and the U.K.).

Work on the EUDISED project started in 1968. In 1969 and 1971 feasibility studies were carried out. In 1973 "EUDISED Standards, Format, Character Representation" appeared in English and in the following years in French and German. In 1974 the Multilingual EUDISED Thesaurus was published in English, French and German, and in 1976 in

Spanish and Dutch (Mouton Publisher, Paris and The Hague, No. 49, Appendix I, Dutch version: Staatsuitgeverij). Since 1975 the system has been tested in three fields. The results were published in experimental bulletins: for educational research and development in the 1975 EUDISED R & D Bulletin, for audio-visual teaching aids in the 1976 EUDISED AV Bulletin and for educational periodicals in the 1976 EUDISED EP Bulletin.

Following up the EUDISED R & D experiment, national agencies decided to continue their co-operation. They select in the countries concerned ongoing and completed projects of educational research and development which are thought to be of general interest and describe them, in co-operation with the researchers, by completing for each project a EUDISED R & D worksheet. The worksheets are edited by the Documentation Centre and processed by INSPEC/PPL in London. The resulting film pages are used for offset-printing this Bulletin.
As from issue 5 (autumn 1978) the Bulletin will be distributed on a subscription basis by NFER Publishing Co. Ltd. (Darville House, 2 Oxford Road East, GB - Windsor SL4 1DF).

Further information can be obtained from:
Documentation Centre for Education in Europe, Council of Europe, 67006 Strasbourg Cedex, France.

International Educational Reporting Service.
International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland.

To date, the IBE has developed contacts with a considerable number of national and regional centres around the world which are concerned with documentation, information and research in education. The record of these centres is issued in the IBEDATA series Directory: educational documentation and information services, published every two years.
In parallel with this network, the International Educational Reporting Service (IERS) addresses the specific questions of educational innovation.
To handle the volume of data necessary to meet varied demands of educators, documentation and research institutions, and others, it has been necessary to adopt new techniques. In processing materials for dissemination, the IBE has sought the collaboration of the library and computer services of the International Labour Office and the International Computing Centre.

A quarterly, computer generated, current annotated bibliography is obtainable from the International Educational Reporting Service (IERS), International Bureau of Education, Free of charge.

These documents are held in microfiche form, so that it becomes possible to disseminate them in sets or individually. The microfiches are coded as the Series of International Reports on Education (SIRE).

Special series are issued from time to time concerning lifelong education (published in association with the Unesco Institute for Education, Hamburg), educational technology (published in association with the International Centre for Advanced Technical and Vocational Training, Turin) and literacy (published in association with the International Institute for Adult Literacy Methods, Teheran). Free of charge.

In addition to these general services to information network participants, the IBE provides individualized services to Member States, to institutions and individuals. In 1977, for example, the Documentation Centre and IERS alone responded to 1.520 inquiries (by telephone, letters of personal visits): in 141 cases a full bibliographical service was provided; in 61 others referral to appropriate information sources; and to the remaining number, other types of information.

b. Another advanced method of using computerized Information is subscribing to standing S.D.I.-services, tailor-made for an individual and/or organization (e.g. the Asca IV system of the Institute for Scientific Information) or on a more collective base together with others - therefore cheaper - (e.g. the Ascatopics-system).

Further information can be obtained from Lockheed information retrieval service, 1756 Westwood Blvd., Los Angeles, California 90024, USA; from System Development Corporation, 2500 Colorado Ave., Santa Monica, California 90406, USA; or in the case of the abovementioned"Asca"-services from ISI-Institute for scientific information, 325 Chestnut Street, Philadelphia, Pa.19.106, USA.

It will be clear that a certain amount of "noise" is always inherent in the - cheaper - collective approaches as e.g. Ascatopics, while in the tailor-made S.D.I.-services this can be reduced to an acceptable minimum through consultations between requester and service-personnel.

c. Buying (or hiring) copy-tapes from the producing Institutions for local use in other computer centres, which at their turn can provide access-facilities for a local or regional customer-group.

This approach is used by many of the organizations mentioned under 5. a, and a.o. by the following centres:

Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria 3122, Australia; National Library of Australia, Canberra; Centre National de Documentation Scientifique et Technique (CNDST), Brussels, Belgium; Center for Scientifique and Technological Information, Tel-Aviv, Israel; Center for Scientific, Technical and Economic Information, Warsaw, Poland; Max Plank Gesellschaft, Martinsried bei München, Federal Republic of Germany; Instituto Bibliografico Hispanico, Madrid, Spain; National Library, Ottawa, Canada; Royal Institute of Technology, Stockholm, Sweden; South African Council for Scientific and Industrial Research, Pretoria; Universidad Nacional Autonoma de Mexico, Mexico, D.F.

These addresses are only given as an illustration. Further information can be found in the publications, mentioned under 5.a.

d. Using the existing data-bases through on-line processes with terminals, which are connected by telephone lines: regional, national, intercontinental (sea-cables and satellites), often in relation wich time-sharing networks (ESRO, Cegos Tymshare, Tele-Net etc). This is for the moment the most advanced way of information retrieval, usually tapping from a number of different existing computerized data-bases, concentrated for use by an "information-selling" institution on a more or less commercial basis (as in principal all printer-editors-business is like).
Put simply, an on-line information retrieval system is one in which a user can, via computer, directly interrogate a machine-readable data base of documents or document representations. In an on-line system there is two-way communication between the computer and the user by way of input/output devices such as a teletypewriter or cathode ray tube display connected to the computer by some communication channel, which may be a regular telephone line.
This literally means that those systems can be used at any place in the world, where a normal telephone-apparatus is available to the user and provided a terminal is available to be connected with the information- providing computer through this telephone.
Although an on-line system may be operated in a dedicated mode, it is more often implemented in a time-shared environment. The term time-sharing has been defined in various ways. Fundamentally, time-sharing implies the use of the computer in such a way that it shares its processing time between two or more completely independent activities. A time-shared system thus allows different users simultaneous access to the computer. An on-line time-shared system will operate via a number of independent, concurrently usable

terminals, giving each terminal user processing time when he needs it and creating the illusion (most of the time) that he is the sole user of the computer facilities.

A good introduction to this procedure is: Lancaster, F.W., and E.G. Fayen. Information Retrieval on-line. Melville Publishing Company, Los Angeles, California, 1973. Pp.597. (from which some above-given alineas were taken).

The world's two main "information-sellers" are Lockheed Information Retrieval Service and the System Development Corporation. The following two citations are from M. Woodbury:

LOCKHEED INFORMATION RETRIEVAL SERVICE (DIALOG)
1756 Westwood Blvd., Los Angeles, Calif.90024.
(213)829-5090; 3251 Hanover Str., Palo Alto,
Cal.94304. (415)493-4411; Suite 303E, 200 Park
Ave., New York, N.Y. 10007. (212)682-4630; and
900 17th St., N.W., Washington, D.C. 20006.
(202)872-5971.

Lockheed's data base includes tapes of all education files, Resources in Education (RIE), Current Index to Journals in Education (CIJE), Exceptional Child Education Abstracts of Instructional and Research Materials (AIM/ARM), the now discontinued Current Projects in Education and Field Reader Catalog, Psychological Abstracts, National Technical Information Service (NTIS), Social Sciences Citation Index, and a substantial number of business, agricultural, scientific, medical, technical, and private data bases.

On-line service prices vary, depending on the number of hours, distance from the computer, and type of terminal. The ERIC computer charge per hour is $ 25 for most data bases, with an additional charge of $ 0,10 per item for off-line printing. Contracts now are available with no minimum hour requirements. Services are for organizations only; individual searches are not available through Lockheed.

SYSTEM DEVELOPMENT CORPORATION (ORBIT)
2500 Colorado Ave., Santa Monica, Calif. 90406.
(213)829-7511; 7929 Westpark Dr., McLean, Va.
22101. (703)790-9850.

The bibliographic search service of this experienced information retrieval group offers the SDC-developed ORBIT system for searching 16 data bases currently, including the ERIC tapes, as well as a variety of other data bases in the natural and social sciences. If the user has a terminal (most commercial terminals are compatible with this system) and an acoustic coupler for telephone hook-up, access to the system can be made on a time-sharing basis. The rates for use vary from data base to data base, but the user pays only for what is used, with the first two hours of computer time free. Since the system is congruent with standard library searching procedures, it is relatively easy to master for anyone who is familiar with a typewriter and research methods. SDC SEARCH SERVICE, available at both of the above locations, can provide additional information.

Never forget, that in using on-line services, the search must be delegated to an information specialist. The patron of the information service is usually not able to conduct his own searches. Unfortunately delegation causes problems. Users sometimes have difficulty in describing what they are seeking, and search analysts may misinterpret a user's requirements. These problems exist in all delegated search systems.

The degree of experience of terminal-operators with the different data-bases plays an important role in reducing "noise", apart from technical and atmosferic influences in longdistance connections (see cables, satellites). But given the sheer quantity of information in education and related fields, computerization has become a necessity rather than a luxury.

These developments and experiences seem to prove the theory of the Dutch historian Prof. Romein, that the disadvantage of backwardness can be converted into an advantage by the systematic use of more efficient and more economic approaches from the start of new activities. The awareness of this trend should influence our advisory processes in educational information in developing countries as well as in newly developed activities anywhere.